



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3320 N Carriage Lane, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mark J. Andrews
Schedule : 07:15 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.mpsaz.org/jordan
Phone Number : (480) 472-3800
Fax Number : (480) 472-3888
E-mail : mjandrew@mpsaz.org

Mission

The Jordan mission of high, achievable, expectations has become a tradition with the Jordan community since the school opened in 1979. Students learn in an enriched, safe, positive environment. Teachers strive to meet the needs of all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our major academic goal is to continually increase achievement for all students in the areas of reading, math, language, social studies, and science.
- ü Another academic goal is to strive to develop better problem-solving skills and develop higher-level thinking in all of our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 567
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 88

Instructional Programs

- Ü Outdoor Science
- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Full-day Kindergarten
- Ü Project Wisdom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our staff strives to provide a high-quality educational environment that is appropriately challenging. Learning is enhanced when students feel physically and emotionally safe. We also provide information on student growth on a consistent basis.

Parents

Parents should initially get the student to school well-fed, well-rested, appropriately dressed and on time. They should be involved in their child's education by attending school events, reading newsletters and communicating with the school staff.

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Transportation is also provided for special-needs students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Student Services Outstanding Support Staff Member	2004
Ü Sixth Grader Won an Award for Her Work with Special Ed	2002
Ü Special Ed Teacher Won the MARC Award	2002
Ü Fourth Place in the District Spelling Bee	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5547	80010	98	98	99	460	453	447	7	8	10	17	16	18	46	56	53	30	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2719	38935	100	98	99	462	452	447	8	8	9	13	17	19	54	56	55	26	19	17
Male	42	2828	40974	95	98	98	458	453	448	7	8	11	21	15	18	38	55	52	33	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	16	2182	34545	94	98	99	445	434	432	NA	12	14	25	23	24	56	56	53	19	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	53	2783	35142	98	98	99	466	469	465	8	4	5	13	9	11	43	55	56	36	31	28
Students with Disabilities	14	645	10161	88	90	93	445	419	419	14	27	28	29	30	28	36	36	36	21	7	8
Students without Disabilities	67	4902	69849	100	99	100	461	457	451	6	5	7	15	14	17	48	58	56	31	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	32	3005	39029	94	97	98	444	437	432	9	11	14	19	22	25	53	57	52	19	10	9
Non-Economically Disadvantaged	49	2542	40981	100	99	100	469	472	462	6	4	6	16	9	13	41	54	54	37	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5457	79438	96	97	98	459	457	451	3	7	9	24	21	24	65	60	56	9	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2686	38775	100	97	99	462	463	457	5	5	7	21	19	22	67	62	58	8	14	13
Male	41	2770	40560	93	96	97	456	452	446	NA	8	12	27	23	25	63	58	54	10	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	15	2140	34297	88	96	98	447	437	434	7	11	14	33	31	31	53	54	50	7	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	53	2744	34887	98	97	98	463	475	471	NA	3	4	23	13	15	72	65	63	6	19	18
Students with Disabilities	13	557	9588	81	77	88	445	420	416	8	24	30	23	32	32	62	38	34	8	5	5
Students without Disabilities	67	4900	69850	100	99	100	461	461	456	1	5	7	24	20	23	66	62	59	9	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	31	2946	38685	91	95	97	450	441	435	6	10	14	26	29	32	58	55	50	10	5	5
Non-Economically Disadvantaged	49	2511	40753	100	98	99	464	477	467	NA	3	5	22	12	16	69	65	62	8	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5524	79971	98	98	99	431	415	423	10	8	8	30	46	41	57	44	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2715	38974	100	98	99	446	429	437	5	5	5	26	40	33	69	53	57	NA	2	4
Male	42	2808	40895	95	97	98	415	402	410	14	11	10	33	53	47	45	35	41	7	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	16	2166	34481	94	97	99	400	399	410	25	12	10	6	53	46	69	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	53	2779	35150	98	98	99	439	429	437	6	5	5	34	41	35	57	52	56	4	2	5
Students with Disabilities	14	645	10258	88	90	94	367	373	377	21	20	23	50	54	51	21	24	25	7	1	1
Students without Disabilities	67	4879	69713	100	99	100	438	420	429	7	6	5	25	45	39	64	46	52	3	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	32	2986	38994	94	97	98	402	401	409	22	11	10	25	52	47	50	36	41	3	1	1
Non-Economically Disadvantaged	49	2538	40977	100	99	100	447	432	437	2	4	5	33	40	34	61	53	56	4	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5739	80147	99	98	99	488	498	482	8	6	11	19	13	17	49	48	49	24	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2849	39281	100	99	99	490	498	483	10	5	9	21	13	17	43	49	50	26	33	24
Male	36	2889	40780	97	98	98	485	497	482	6	7	12	17	12	17	56	48	48	22	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	21	2106	33494	100	98	99	484	479	466	NA	9	15	14	18	23	71	55	49	14	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	49	2998	36122	98	98	99	486	514	501	12	4	5	20	8	10	41	44	50	27	44	35
Students with Disabilities	18	657	10295	95	90	92	460	451	443	17	25	33	33	27	26	39	38	33	11	10	8
Students without Disabilities	60	5082	69852	100	99	100	494	503	488	5	4	7	15	11	16	52	50	51	28	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	27	2944	38371	100	97	97	481	480	465	19	9	15	11	18	23	48	52	49	22	20	13
Non-Economically Disadvantaged	51	2795	41776	98	99	100	491	516	498	2	3	6	24	7	11	49	45	49	25	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5655	79686	99	97	98	474	478	470	9	7	11	23	21	24	59	61	57	9	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2823	39163	100	98	99	487	482	475	2	6	9	24	19	22	62	63	60	12	12	10
Male	36	2831	40438	97	96	97	459	474	465	17	9	13	22	22	25	56	60	54	6	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	21	2071	33299	100	96	98	465	458	452	14	12	17	19	30	32	62	54	47	5	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	49	2959	35914	98	97	98	475	495	489	6	3	5	24	13	15	59	67	67	10	17	14
Students with Disabilities	18	571	9808	95	78	87	433	440	432	33	25	35	22	35	32	44	35	30	NA	5	3
Students without Disabilities	60	5084	69878	100	99	100	484	482	475	2	5	8	23	19	23	63	64	61	12	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	27	2879	38095	100	95	97	471	462	452	7	11	17	26	29	32	52	55	48	15	5	3
Non-Economically Disadvantaged	51	2776	41591	98	98	99	476	495	486	10	3	6	22	13	16	63	67	65	6	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5728	80372	99	98	99	462	476	475	1	3	4	46	31	30	50	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2841	39452	100	99	99	479	487	488	NA	2	3	29	22	22	69	73	72	2	3	3
Male	36	2887	40836	97	98	98	442	464	464	3	4	6	67	39	37	28	56	56	3	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	21	2102	33608	100	98	99	467	460	462	NA	6	6	43	38	36	52	55	57	5	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	49	2995	36213	98	98	99	459	487	489	2	2	2	49	24	22	47	72	72	2	3	3
Students with Disabilities	18	651	10526	95	89	94	429	428	427	6	13	15	50	53	53	39	32	31	6	2	1
Students without Disabilities	60	5077	69846	100	99	100	470	481	482	NA	2	3	45	28	26	53	68	69	2	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	27	2941	38521	100	97	98	453	462	461	4	5	6	48	38	38	48	56	55	NA	1	1
Non-Economically Disadvantaged	51	2787	41851	98	99	100	467	491	489	NA	1	3	45	23	22	51	73	72	4	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	5603	79306	100	98	99	533	518	504	6	9	13	9	15	20	53	50	49	33	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2724	38845	100	98	99	525	518	505	8	8	11	11	16	20	53	51	50	28	26	18
Male	34	2879	40383	100	97	98	541	517	504	3	10	14	6	14	19	53	50	47	38	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	20	2000	32673	100	98	99	512	496	487	5	14	18	20	22	25	55	52	46	20	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	40	2974	36234	98	98	99	539	535	523	8	4	6	3	9	13	53	49	52	38	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	65	4981	69020	100	99	100	538	523	510	2	6	9	8	14	18	55	52	52	35	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	21	2874	37437	100	97	97	522	499	486	5	13	19	19	21	26	52	51	46	24	14	9
Non-Economically Disadvantaged	49	2729	41869	100	98	100	537	538	521	6	4	7	4	9	14	53	49	51	37	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	5547	79000	100	97	98	503	496	489	1	7	10	23	20	24	68	62	58	8	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2710	38774	100	98	99	501	501	494	3	5	7	19	19	22	73	63	61	5	12	10
Male	34	2837	40150	100	96	98	504	492	485	NA	9	12	26	21	25	62	61	55	12	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	20	1963	32508	100	96	98	485	476	472	5	12	15	30	31	33	65	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	41	2962	36135	100	97	98	512	513	508	NA	3	4	17	12	14	73	69	67	10	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	65	4978	69009	100	99	100	506	500	495	NA	5	6	18	19	22	72	65	62	9	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	21	2829	37234	100	96	97	486	478	472	NA	11	15	38	29	33	62	55	50	NA	4	3
Non-Economically Disadvantaged	50	2718	41766	100	98	99	510	515	505	2	2	5	16	11	16	70	69	65	12	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	5609	79611	100	98	99	515	490	496	NA	7	7	28	43	37	72	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2732	39016	100	98	99	520	505	511	NA	4	4	27	34	29	73	61	66	NA	1	1
Male	34	2877	40519	100	97	98	508	476	482	NA	9	10	29	51	44	71	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	20	2001	32855	100	98	99	512	470	481	NA	11	10	35	51	43	65	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	41	2984	36380	100	98	99	511	504	511	NA	4	4	29	36	30	71	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	65	4970	68947	100	99	100	520	496	504	NA	5	4	22	41	34	78	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	21	2874	37626	100	97	98	519	472	479	NA	10	10	19	51	45	81	38	45	NA	1	0
Non-Economically Disadvantaged	50	2735	41985	100	99	100	513	508	511	NA	3	4	32	34	30	68	63	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5505	79327	100	98	98	538	531	518	5	12	19	18	16	20	61	50	46	16	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2626	38961	100	98	98	537	532	520	7	11	16	21	17	20	52	51	48	19	21	16
Male	40	2875	40295	100	98	97	539	531	516	3	13	21	15	16	19	70	48	44	13	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	13	1926	32327	100	98	98	525	510	499	8	18	27	31	23	25	46	49	41	15	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	60	2984	36373	100	99	98	545	549	538	3	7	10	13	11	14	65	51	52	18	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	74	4918	70006	100	99	100	544	537	524	NA	8	14	18	15	19	65	53	49	18	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	15	2687	37097	100	97	97	545	511	498	NA	18	27	20	21	25	67	49	41	13	11	7
Non-Economically Disadvantaged	67	2818	42230	100	99	99	536	550	535	6	6	11	18	11	15	60	50	50	16	32	24

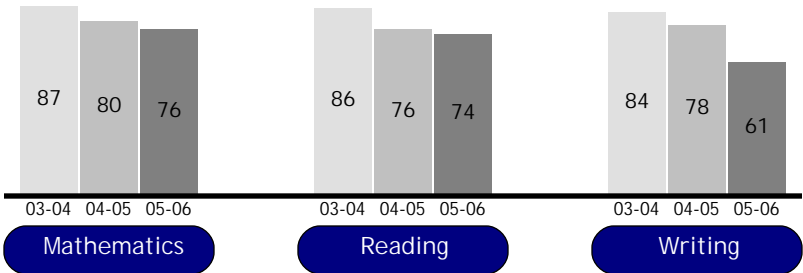
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5447	79501	100	97	98	515	506	497	4	6	10	17	20	25	72	68	60	7	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2606	39062	100	98	99	517	510	502	5	5	8	14	19	23	71	70	64	10	6	5
Male	40	2837	40368	100	97	98	512	503	491	3	8	13	20	22	27	73	66	57	5	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	13	1887	32389	100	96	98	496	488	478	8	10	16	31	31	34	62	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	60	2973	36446	100	98	99	522	521	516	2	4	4	12	12	15	77	76	73	10	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	74	4915	70090	100	99	100	520	510	502	NA	4	7	15	19	24	77	72	65	8	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	15	2646	37183	100	96	97	510	489	479	NA	10	16	27	29	34	73	59	49	NA	2	1
Non-Economically Disadvantaged	67	2801	42318	100	98	99	516	522	513	4	3	5	15	12	17	72	76	70	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	5492	80000	100	98	99	574	565	564	2	3	3	7	10	11	77	77	75	13	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2626	39288	100	98	99	588	580	579	2	2	2	2	5	6	76	78	77	19	15	16
Male	40	2862	40644	100	97	98	557	552	549	3	4	4	13	14	15	78	76	74	8	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	13	1917	32672	100	97	99	594	548	548	NA	4	4	8	13	14	77	77	76	15	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	60	2977	36602	100	98	99	574	578	579	2	2	2	8	8	7	75	77	75	15	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	74	4907	70081	100	99	100	580	572	571	1	2	2	7	7	7	77	80	79	15	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	15	2675	37534	100	97	98	584	547	547	NA	4	4	7	14	15	73	77	76	20	5	5
Non-Economically Disadvantaged	67	2817	42466	100	99	100	572	582	578	3	1	2	7	7	7	78	77	75	12	15	16

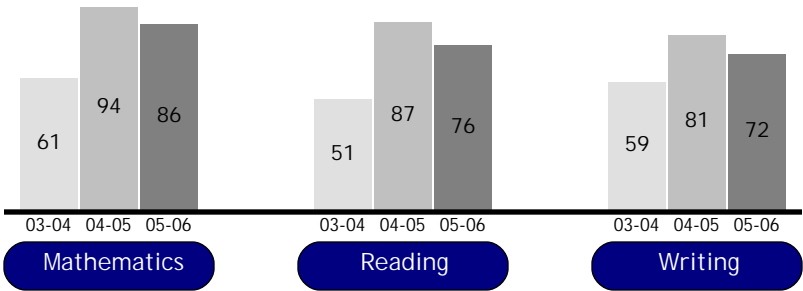
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	71	NA	58	89	61	50	47	90	58	50	46
	Language	89	58	53	50	89	63	49	47	90	50	50	48
	Mathematics	89	80	71	64	89	64	54	50	91	59	56	52
3	Reading	85	70	NA	55	90	55	50	44	89	52	52	46
	Language	86	71	63	61	90	55	49	44	90	56	48	46
	Mathematics	85	78	66	61	90	63	55	51	90	67	56	52
4	Reading	88	73	NA	56	92	50	52	48	94	58	58	52
	Language	93	63	55	52	92	52	52	49	94	58	58	52
	Mathematics	95	74	68	61	92	61	59	53	94	63	67	58
5	Reading	100	62	NA	55	99	66	55	50	100	68	61	56
	Language	100	51	55	49	99	64	55	50	100	65	59	54
	Mathematics	100	75	71	63	99	66	54	49	99	70	59	52
6	Reading	98	63	NA	56	100	59	58	51	98	68	63	56
	Language	97	54	55	48	100	52	54	47	98	68	58	50
	Mathematics	97	78	76	66	100	60	62	52	98	72	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Student Management
0 Non-certified Employee(s)	Ü Technology
3 Teacher(s)	Ü School Safety Issues
3 Parent(s)	Ü Academic Assessment
0 Community Member(s)	Ü Parent/Educator Relations
0 Student(s)	Ü School/Community Relations

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	1.50	Teacher Aide	19.25

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	1	0	0
10 or more years	8	16	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Central, Computerized Media Center	Ü Multipurpose Room
Ü Two Networked Computer Labs	Ü Media Center

Extracurricular Activities	
Ü Student Council	Ü Yearbook
Ü Band/Orchestra Programs	
Ü Choir (Grades 4-6)	
Ü Jordan Jaguar Broadcasting Company	

Social Services	
Ü Wonderful Parent Volunteers	Ü Adult Education
Ü Parent Teacher Organization	
Ü School Improvement Advisory Council	
Ü Recreational Activities	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Jordan Elementary has met all of their academic goals for the past 6 years.

Ü Jordan students have exceeded their reading goals in the Accelerated Reader Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Through our P.R.I.D.E. (Pride, Respect, Integrity, Diversity, Empathy) program we promote self-responsibility and self discipline. Students learn to keep themselves and others safe. Our goal is to assist students in learning lifelong skills which will help keep them safe in all situations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mark J. Andrews	(480) 472-3800
Transportation Policy	Transportation	(480) 472-0178
Community Resources	Community Relations	(480) 472-0222
School Nutrition Programs	Andrea Snyder	(480) 472-3800
Parent Organization	Tammy White	(480) 472-3800
Student Health/Nurse	Heidi Maxson	(480) 472-3854

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.